

Arizona Memorandum of Understanding for Participating LEAs

in the Race to the Top Grant Project

This Memorandum of Understanding ("MOU") is entered into by and between the State of Arizona (the State) and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of Arizona's implementation of an approved Race to the Top (RTTT) grant project.

I. SCOPE OF WORK

The Preliminary Scope of Work outlined in Exhibit 1 indicates all or a significant portion of Arizona's proposed reform plans described in its RTTT application (Arizona Plan) that the Participating LEA is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in Arizona's Race to the Top application, the Participating LEA subgrantee will agree to the following:

- 1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
- 2) Use Race to the Top subgrants to implement the LEA plan as identified in Exhibits I and II of this agreement, and, as appropriate, leverage additional sources of federal, state, local, or private funding to support the LEA plan;
- 3) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
- 4) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 6) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 7) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
- 2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the participating LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements in regard to the RTTT program, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including, for example, putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the reform plan proposed in State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,

- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory):

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Local elected AEA or AFT leader's signature (if applicable):

Signature/Date

Print Name/Title

State Superintendent of Public Instruction - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

Arizona's Race to the Top application (Arizona Plan) addresses education reforms in four assurance areas: (1) standards and assessments, (2) data systems to support instruction, (3) great teachers and leaders, and (4) turning around the lowest-achieving schools. The Arizona plan describes Arizona's goals within each of these areas and its policy and implementation strategies to meet these goals. Meeting these goals will require a strong partnership between the State and LEAs to plan, coordinate, and implement reforms.

By signing this MOU, the LEA agrees to implement the Arizona Plan in each of the areas below. It is the State's expectation that all signatory parties to the MOU will collaborate in the development of Final Work Plan referenced in Section III-4. The LEA superintendent will submit the Final Work Plan for the Superintendent of Public Instruction's approval.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments – The LEA will participate in implementing aspects of the Arizona Plan to develop and implement high-quality standards and assessment systems:		
(B)(3) Support the transition to enhanced standards and college- and career-ready assessments by participating in the state's rollout plan for the common standards, developing interim assessments, and providing professional development on the new standards and the development and use of formative assessments		
C. Data Systems to Support Instruction – The LEA will participate in implementing aspects of the Arizona Plan to develop and implement high-quality data systems to support instruction:		
(C)(3) Using data to improve instruction:		
(i) Adopt and use a local instructional improvement system that provides educators with tools for improving instruction, curriculum, and interventions for students, including the Arizona Growth Model		
(ii) Provide professional development on use of data for instructional improvement		
(iii) Make data available and accessible to researchers		
D. Great Teachers and Leaders – The LEA will participate in implementing aspects of the Arizona Plan to develop and implement systems to enhance the effectiveness of teachers and leaders:		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Adopt and use the Arizona student growth model		
(ii) Use the State's model teacher and principal evaluation framework as described in SB 1040 which requires the SBE to adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student		

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
academic progress that accounts for between 33-50% of the evaluation outcomes and best practices for aligned professional development and evaluator training before December 15, 2011. The Law mandates that school districts and charter schools use an instrument that meets the data requirements established by the SBE to annually evaluate individual teachers and principals beginning in school year 2012-13.		
(iii) Conduct annual evaluations of teachers and principals		
(iv)(a) Use evaluation results to inform professional development		
(iv)(b) Use evaluation results to determine compensation, promotion, and retention		
(iv)(c) Use evaluation results to inform tenure and/or full certification		
(iv)(d) Use evaluation results to inform dismissal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) Develop and implement a plan to ensure that students in high-poverty and/or high-minority schools are not taught and led by ineffective teachers and leaders at higher rates than students in other schools		
(ii) Develop and implement a plan to ensure effective teachers in hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Provide quality professional development through school-based, job-embedded approaches, and where needed, provide common time within the school day for teachers and leaders focused on professional development		
(ii) Participate in research efforts to measure the effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools – The LEA will participate in implementing aspects of the Arizona Plan to intervene and turn around the lowest-achieving schools:		
(E)(2) Work in partnership with the State, regional networks, and external partners to turn around the lowest-achieving schools through one of the four intervention models (transformation, turnaround, restart, or closure)		